

# CLASS SYLLABUS



COURSE TITLE: ELC 110 – Perspectives on Child Growth and Development 1  
CLASS SECTION: X06  
TERM: W2023  
COURSE CREDITS: 3  
DELIVERY METHOD(S): Synchronous

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.  
Learn more about Camosun's [Territorial Acknowledgement](#).

<https://camosun.ca/about/covid-19-updates>

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Tatiane Rigonati Silva  
EMAIL: [RigonatiSilvaT@camosun.ca](mailto:RigonatiSilvaT@camosun.ca)  
OFFICE: By appointment  
HOURS: By appointment

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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The student will examine and explore current and emerging theories and perspectives that explain human growth and development from conception to early childhood. Students will begin to reflect on their image of children and families through multiple lenses, including an introduction to Indigenous worldviews, to broaden their thinking about children and their growth. The impact of colonization and the residential school experience is explored to support decolonization and reconciliation. Theoretical knowledge will be considered in connection to relationship building with children and families and early childhood practice.

PREREQUISITE(S): N/A  
CO-REQUISITE(S): N/A  
PRE/CO-REQUISITE(S): N/A

## COURSE DELIVERY

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ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture	3	14	
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			

Workplace Integrated Learning  
Online


TOTAL HOURS **42**

### COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course, students will be able to:

- describe and use various theories and perspectives on children's growth and development to explain how early influences may impact children's learning and well-being.
- Demonstrate how generations of residential schools and on-going colonization has impacted parenting, children's growth and development and dominant beliefs and perspectives on Indigenous families and communities.
- examine their own beliefs and perspectives on children's development and how that might influence their practice.
- develop pedagogical narrations to examine children's skills and abilities as well as their own practice.

### REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Many of the readings and resources for this course are available to read or download on D2L.

In addition, please pick up this textbook from the bookstore:

Jagger, S. (2019). *Early years education and care in Canada: A historical and philosophical overview*. Canadian Scholars.

### COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC
Week 1 - January 12	<b>Overview + Situating what we know about child development</b>
Week 2 - January 19	<p><b>Honouring relational understandings of development</b> - Exploring W̱SÁNEĆ understandings of development.</p> <p>Elliott, D. (1983). Saltwater people as told by Dave Elliot Sr. <i>A resource book for the Saanich Native studies program (pages 13-18 and 75-78)</i>.</p> <p>Jagger, S. (2019). Chapter 1: Awasisi wiwin: Early Childhood Education and Indigenous ways of Knowing in <i>Early years and care in Canada: A historical and philosophical overview</i>. Canadian Scholars.</p> <p>Read <a href="#">The First People's Principles of Learning</a> (other resource <a href="#">Principles-of-learning-poster</a>)</p>
Week 3 - January 26	<b>Developing research and inviting curiosity</b> - Exploring decolonizing methodologies, qualitative research, quantitative research, and mixed methods

WEEK or DATE RANGE	ACTIVITY or TOPIC
	<p>Chambers, C. (2004). Research that matters: Finding a path with heart. <i>Journal of the Canadian Association for Curriculum Studies</i>.</p> <p>McIntosh, M. (Executive Producer). (2021-present). The current: 8-year-old's passion for ants is 'inspiring,' says biologist and ant-ficionado. [Audio podcast]. CBC. <a href="https://www.cbc.ca/radio/thecurrent/the-current-for-june-30-2021-1.6081044/this-8-year-old-s-passion-for-ants-is-inspiring-says-biologist-and-ant-ficionado-1.6081057">https://www.cbc.ca/radio/thecurrent/the-current-for-june-30-2021-1.6081044/this-8-year-old-s-passion-for-ants-is-inspiring-says-biologist-and-ant-ficionado-1.6081057</a></p> <p>Watch <a href="https://www.youtube.com/watch?v=rqYiCrZKm0M">https://www.youtube.com/watch?v=rqYiCrZKm0M</a></p> <p><b>Assignment due – Image of a child.</b></p>
Week 4 - February 2	<p><b>Childhood as Political</b> - Image of the child through a political-cultural-historical social lens. Exploring epigenetics, blood memory and exploring the relationship to equity and health</p> <p>Read <a href="#">The Routledge History of Childhood in the Western ... --- (13 The physical spaces of childhood)</a></p> <p>Jagger,S. (2019). The great debate applied to Developmentally Appropriate Practice (DAP): moving beyond dichotomies in the early years in <i>Early years and care in Canada: A historical and philosophical overview</i>. Canadian Scholars.</p>
Week 5 - February 9	<p><b>Developing within society</b> - Exploring developmental theorists: Pavlov, Skinner, Watson, Ecological Systems Theory</p> <p>Jagger,S. (2019). Kenneally, N (2019) Children in Society - Thinking sociologically about children and childhood in a Canadian context in <i>Early years and care in Canada: A historical and philosophical overview</i>. Canadian Scholars.</p>
Week 6 - February 16	<p><b>Cognitive Development</b> - Exploring in-utero development, brain systems, schemas, Piaget</p> <p>Meier, D. R. (Ed.). (2022). Social and Cultural Contexts: Implications for Infant and Toddler Language Development in <i>Critical Issues in Infant-toddler Language Development: Connecting Theory to Practice</i>. Taylor &amp; Francis.</p> <p>Choi, D., Bruderer, A. G., &amp; Werker, J. F. (2019). Sensorimotor influences on speech perception in pre-babbling infants: Replication and extension of Bruderer et al.(2015). <i>Psychonomic bulletin &amp; review</i>, 26, 1388-1399.</p> <p>Mampe, B., Friederici, A. D., Christophe, A., &amp; Wermke, K. (2009). Newborns' cry melody is shaped by their native language. <i>Current biology</i>, 19(23), 1994-1997.</p> <p>Chapter 3: The building blocks of Cognitive Development in Childhood.</p> <p><b>Assignment – Group Presentation</b></p>

WEEK or DATE RANGE	ACTIVITY or TOPIC
Week 7 - February 23	No class – Reading Week
Week 8 - March 2	<p><b>Physical Development</b> - Exploring in-utero sensory development, newborn reflexes, motor development, sequence of development</p> <p>Brierley, J. (2023). Treasure basket play-learning to move or moving to learn?. In <i>Schemas in the Early Years</i> (pp. 5-16). Routledge.</p> <p>Marlen, D. (2019). Natural Physical Development in the first year: Learning from the Pikler approach. In <i>The Physical Development Needs of Young Children</i> (pp. 75-86). Routledge.</p> <p><b>Assignment – Group Presentation</b></p>
Week 9 - March 9	<p><b>Emotional Development</b> - Exploring attachment theory, theory of mind</p> <p>Mainstone-Cotton, S. (2021). Chapter 6: Self-regulation and co-regulation in <i>Supporting Children with Social, Emotional and Mental Health Needs in the Early Years: Practical Solutions and Strategies for Every Setting</i>. Routledge.</p> <p>Chapter 6: The empowerment of children through love</p> <p><b>Assignment – Group Presentation</b></p>
Week 10 - March 16	<p><b>Social Development</b> - Explore Vygotsky’s theory</p> <p>Adzajlic, B. Young Brains Gender, Sex and Child Development. In <i>Challenging Gender Stereotypes in the Early Years</i> (pp. 23-33). Routledge.</p> <p>Ostroff, W. L. (2022). <i>Empowering Young Children: How to Nourish Deep, Transformative Learning for Social Justice</i>. Taylor &amp; Francis.</p> <p><b>Assignment – Group Presentation</b></p>
Week 11 - March 23	<p><b>Spiritual and Holistic Development</b></p> <p>Robinson, C. (2019). Young children’s spirituality: A focus on engaging with nature. <i>Australasian Journal of Early Childhood</i>, 44(4), 339-350.</p> <p>Jagger, S. (2019). Chapter 2: Spirituality of Play in <i>Early years and care in Canada: A historical and philosophical overview</i>. Canadian Scholars.</p> <p>Atkinson, K. (2019). <i>British Columbia Early Learning Framework</i>. British Columbia Ministry of Education. (page 54)</p> <p><b>Assignment – Group Presentation</b></p>
Week 12 - March 30	<p><b>BC Early Learning Framework and Pedagogical Narration as Research</b> - Exploring responsive practice, pedagogical narrations, rhizomatic learning Engaging with one another’s work, and inviting collaborative dialogue</p> <p>Atkinson, K. (2019). <i>British Columbia Early Learning Framework</i>. British Columbia Ministry of Education. (page 15-28).</p>

WEEK or DATE RANGE	ACTIVITY or TOPIC
	<p>Atkinson, K. (2012). Pedagogical narration: What's it all about. <i>The Early Childhood Educator: The Journal of Early Childhood Educators of British Columbia</i>, 27(3), 3-7.</p> <p>Berger, I. (2015). Pedagogical narrations and leadership in early childhood education as thinking in moments of not knowing. <i>Journal of Childhood Studies</i>.</p>
Week 13 - April 6	<p><b>BC Early Learning Framework + Decolonizing our practice</b></p> <p>Atkinson, K. (2019). <i>British Columbia Early Learning Framework</i>. British Columbia Ministry of Education. (Introduction, What's Changed in the Revised Early Learning Framework, Legislation, frameworks, and human rights agreements).</p>
Week 14 - April 13	<p><b>Celebrating ourselves as learners</b></p> <p><b>Assignment due: Pedagogical Narration on Development</b>  <b>Assignment due: Self-Evaluation – in class</b></p>

## STUDENT EVALUATION

DESCRIPTION	WEIGHTING	DUE DATES
Weekly Engagement	30	ongoing
Image of the Child	20	Jan 26
Researching an Area of Child Development	20	Feb 16 March 2 March 9 March 16 March 23
Pedagogical Narration on Development	20	April 13
Self-Evaluation	10	April 13
<b>TOTAL</b>	100%	

## CLASS GUIDELINES & EXPECTATIONS

- 1) I expect students to be mindful of and respectful with their relationships with each other, the land, their and other's learning and funds of knowledge, and the whole community.
- 2) I intend to create a safe environment for every one to be curious, ask, share, have their voices heard, and feel welcome to engage during classes.
- 3) Reflections are an important process of learning, so I expect students to engage with themselves in critical thinking, brainstorming, highlighting, recording, and growing in their learning processes.

- 4) All assignments are due by 11:59 p.m. on the due date. You will need to complete work in all areas to be eligible for a final grade for the semester.

Late Assignments: All assignments must be completed/submitted on the dates assigned. Late assignment grades will be reduced by 3% per day unless an extension is approved by the instructor.

To request an extension for an assignment, please contact your instructor and provide an explanation/rationale for requesting an extension and negotiate a revised due date. Extensions are not granted on the due date.

Assignments will not be accepted after the last day of class at the end of term unless an extension has been granted prior to the due date. Assignments not received by this time will receive a zero.

- 5) Follow APA writing guidelines. This includes formatting, spelling, grammar, in-text citations and references. Please remember to proofread for spelling and grammar to present a professional looking assignment.

- 6) It is the responsibility of each student to save a copy of all assignments until a grade is received.

- 7) Plagiarism & Academic Dishonesty. If plagiarism, cheating, or academic dishonesty can be documented, the penalty will be an automatic “zero” on the assignment in question. Camosun College’s policy on Plagiarism can be found here: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

- 8) PLEASE NOTE: It is the responsibility of the student to understand assignments and assignment expectations before submitting by the due date. Should you receive a mark of less than 50% on an assignment, you may request to rewrite and resubmit the assignment. Permission to resubmit an assignment is at the discretion of the instructor, rewritten assignments can receive a maximum grade of C+ (65%). This course must be passed with a ‘C+’ (65%) average to continue in the ELC Program.

- 9) Attendance. Due to the short and intense nature of the ELC program, classes are planned as a continuum for building the skill and knowledge required. Classroom experiences and participation are a major part of competency development; therefore, consistent attendance is expected. Students are required to contact the instructor in advance if they are unable to attend class. Students who miss class are responsible for the material and assignments covered in class. Repeated absence from class will affect a final grade.

#### SCHOOL OR DEPARTMENTAL INFORMATION

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The Early Learning and Care department is located in the School of Health and Human Services

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures"

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.



### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.